DOCUMENT RESUME

ED 305 649 CS 211 770

TITLE Samples of Students' Writing from the Social Studies 30 Diploma Examination, June 1988.
INSTITUTION Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE Nov 88
NOTE 56p.; Handwriting in essay samples may affect legibility.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Tests; *Content Area Writing; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Scoring; *Social Studies; Student Evaluation; *Student Writing Models; Test Items; *Writing Evaluation; *Writing Skills
IDENTIFIERS *Alberta

ABSTRACT

This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 Social Studies 30 Diploma Examination. Copies of the two essay assignments are provided, and five student essays are included for both topics, covering the full range of student writing. Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. Appendixes provide the essay scoring guide and an additional sample of student writing. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305649

SAMPLES OF STUDENTS' WRITING

from the
Social Studies 30
Diploma Examination

JUNE 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Wolodko
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Alberta
EDUCATION
Student Evaluation and Records

Published December 1988

CS211770

TABLE OF CONTENTS

	PAGE
Introduction	1
Social Studies 30 Diploma Examination Topics A and B Assignments (June 1988)	5
Social Studies 30 Samples of Student Writing (Topic A)	9
Social Studies 30 Samples of Student Writing (Topic B)	27
Appendix A -- Social Studies 30 Scoring Guide	41
Appendix B -- An Additional Sample of Student Writing	51

INTRODUCTION

Purpose

The purpose of this booklet is to provide samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 Social Studies 30 Diploma Examination. Examples of the full range of student writing are included. The accompanying commentaries discuss selected features of the students' writing, and show how the scoring criteria and descriptors used to mark the essays relate to the students' work. The information in this booklet should be of interest to classroom teachers, administrators, and students.

Contents

The Social Studies 30 Diploma Examination consists of two parts: 70 multiple-choice questions worth 70% of the examination mark and a written-response or essay question worth 30% of the examination mark. This booklet deals with the June 1988 written-response section, which required students to write ONE complete and unified essay defending a position on an issue related to the content of the Social Studies 30 program. Students were required to write on one of the two essay questions presented. The June 1988 essay questions follow on pages 6 and 7.

Each example of student writing in this booklet has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Because of space limitations, the student's planning, drafting, or rough work has not been included. However, teachers and students should be aware that essays receiving top marks have invariably been planned. Students need to develop their own strategies for effective planning.

Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. The complete scoring guides are in Appendix A, page 41.

Appendix B, page 51, presents an additional example of student writing that demonstrates an interesting and original approach to the assignment despite the contraints of examination conditions.

Selection of Papers

The essays selected for this booklet, excluding the one found in Appendix B, were used as example papers for training markers during the June 1988 marking session. As such, these papers generally illustrate the quality of student work at each of the five levels of accomplishment described in the scoring guide. In Social Studies 30, the range of quality of student writing is scored as follows: EXCEPTIONAL - 5, PROFICIENT - 4, SATISFACTORY - 3, LIMITED - 2, POOR - 1. Each essay is assessed on this five-point scale for specific qualities within each of the following: DESCRIPTION OF VALUE POSITIONS, DEFENCE OF POSITION, DESCRIPTION OF EXAMPLES OR CASE STUDIES, and QUALITY OF LANGUAGE AND EXPRESSION. (See Appendix A for details.)

Although the example papers in this booklet were selected because each generally illustrated an overall score, variations within that overall score did exist in some of the scoring categories.

Establishing Standards

A group of teachers initially determined the range of student performance on the June 1988 examination writing by reading a large random sample of papers from across the province to determine the upper and lower limits of the writing. These teachers, or rangefinders, selected papers representative of the range and illustrative of the various scoring descriptors to be used for vetting by group leaders and training of markers.

The second step in establishing standards was a day-long session held with teachers specially selected to serve as leaders of small groups during the marking. These teachers reviewed the representative papers from rangefinding and endorsed them as appropriate illustrations of the various scores possible, thus setting standards for the marking.

Marking Process

Teachers were selected for marking on the recommendations of their superintendents. All of the teachers were currently teaching the course and had done so for at least two years. They spent the first hours of the marking period in an intensive training session that included a review of the scoring descriptors as they related to the representative papers previously selected by the rangefinders and group leaders. It is these papers that are discussed in the pages that follow.

No details that could identify a student or school appeared on the examination papers. Markers were advised not to mark a paper if they suspected they recognized its source. They were instructed to disregard the quality of the handwriting in evaluating the papers and to return a paper unmarked if they thought the handwriting could influence their judgment. No marks were placed on the examination booklets during the marking process. Scores were recorded on separate score sheets. All papers received three independent readings. Provision was made for a fourth reading if the scores awarded by the previous three markers varied to the extent that the student's final grade would be significantly affected.

Cautions

The following cautions should be kept in mind when reading this booklet or when using the contents for instructional planning.

1. These papers are examples of student writing that reflect an interpretation of the standards that teachers established specifically for the June 1988 marking session. The interpretation of the standards and the judgments made by markers at that time may vary with other writing assignments and with writing completed under different circumstances. <u>These samples of writing should not be used as models for instructional purposes.</u> Rather, they are intended to demonstrate how the scoring criteria were applied to samples of student writing from the June 1988 examination only. However, the stronger papers illustrate features of content, organization, level of discussion, quality of evidence, and quality of expression that indicate generally what students should strive to achieve.

2. It should also be noted that neither the essay questions nor the scoring guide is meant to limit students to a single organizational or rhetorical approach in completing the assignment. Students are free to select and organize their materials in any manner that they feel will best present their position on the issue. The student essays in this booklet illustrate just a few of the MANY organizational strategies used by students in June 1988.

3. Readers should consider each student's accomplishments in light of the constraints of the examination; students are able to produce only first-draft quality writing. Given more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality. In this regard, an essay has been included in Appendix B (see page 51) that demonstrates a creative and interesting approach to the assignment despite these limitations.

Acknowledgments

This document would not have been possible without the student writers who kindly granted us permission to publish their work. As well, the valuable contributions of the following social studies teachers and the Student Evaluation and Records Branch staff are much appreciated:

Draft of commentaries	George Richardson - County of Strathcona #20 Campbell Ross - Grande Prairie School District #2357 Joanne Tuffs - Edmonton School District #7
Rangefinding for the sample papers	Willis Kachuk - Edmonton School District #7 Rosie Kruhlack - Legal School District #1738 Bob Lamb - Edmonton School District #7 Peter Sands - Edmonton School District #7 John Wojtkiw - Calgary RCSS District #1
Group leaders reviewing the sample papers	Larry Anderson - County of Vulcan #2 Karuna Ausman - County of Strathcona #20 Michael Carby - Edmonton RCSS District #7 Jean-Claude Couture - Yellowhead School Division #12 Gerry DeNault - Calgary School District #19 Ann Dunsmore - Calgary RCSS District #1 Mike Ettinger - Edmonton School District #7 Ed Gadowsky - Edmonton School District #7 Hugh Hanrahan - Edmonton RCSS District #7 Rick Homan - Lethbridge School District #51 John Jepson - Calgary School District #19 Ray Kowalski - Red Deer School District #104 Dan Leis - County of Forty Mile #8 Thomas Leppard - Calgary School District #19 Bill Maertens-Poole - Camrose School District #1315 Howard McRae - Calgary School District #19 Ken Mergle - Alberta Correspondence School Herb Neuberger - County of Mountain View #17 Wade Petersen - County of Wheatland #16 Al Ratsoy - Calgary School District #19 Paul Rosluk - County of Lac Ste. Anne #28 Kay Saville - High Prairie School Division #8 Peter Seward - Westlock School Division #37 William Sommerfeld - Edmonton School District #7 Norma Thompson - Rocky Mountain School Division #15 Joanne Tuffs - Edmonton School District #7 Malcolm Walker - Calgary School District #19
Student Evaluation and Records Branch Staff	Elana Scraba - Associate Director, Humanities Diploma Exam Programs Barry Jonas - Manager, Social Studies 30, Diploma Exams Robert Gardner - Exam Development, Social Studies 30 Michele Samuel - Test Development Specialist

SOCIAL STUDIES 30

DIPLOMA EXAMINATION ASSIGNMENTS
(JUNE 1988)

TOPIC A

ESSAY ASSIGNMENT

Some economists believe that individuals can best achieve self-fulfilment and personal material welfare through the pursuit of profit in whatever endeavor they choose. They believe that such goals can only be realized in a free and competitive economy. Other economists hold that the unrestrained pursuit of profit benefits only a few and creates serious social conflicts. These economists believe that the pursuit of the collective needs of society through co-operation is preferable to competitive profit seeking and its potential for exploitation.

SHOULD GOVERNMENTS ENCOURAGE THE PROFIT MOTIVE IN THEIR NATIONS' ECONOMIES?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue	(5 marks)
- Defend a position on this issue by using logical and persuasive arguments	(10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position	(10 marks)
TOTAL MARKS FOR CONTENT	(25 marks)
- Marks allotted for quality of language and expression	(5 marks)
TOTAL MARKS FOR ESSAY	30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

TOPIC B

ESSAY ASSIGNMENT

Prior to and during the 20th century, governments and patriotic leaders of all descriptions have encouraged the growth of devotion to one's country and "motherland." They believe that such a commitment among the population enhances the establishment of a strong and unified nation state. Other governments and leaders, particularly in recent times, have questioned the value of such nationalistic loyalties. Rather, they believe that such commitments need to be more global in focus in order to preserve world peace and stability.

SHOULD NATIONS ENCOURAGE THE GROWTH OF PATRIOTISM AMONG THEIR POPULATIONS?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue	(5 marks)
- Defend a position on this issue by using logical and persuasive arguments	(10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position	(10 marks)
TOTAL MARKS FOR CONTENT	(25 marks)
- Marks allotted for quality of language and expression	(5 marks)
TOTAL MARKS FOR ESSAY	30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

SOCIAL STUDIES 30

SAMPLES

OF

STUDENT WRITING

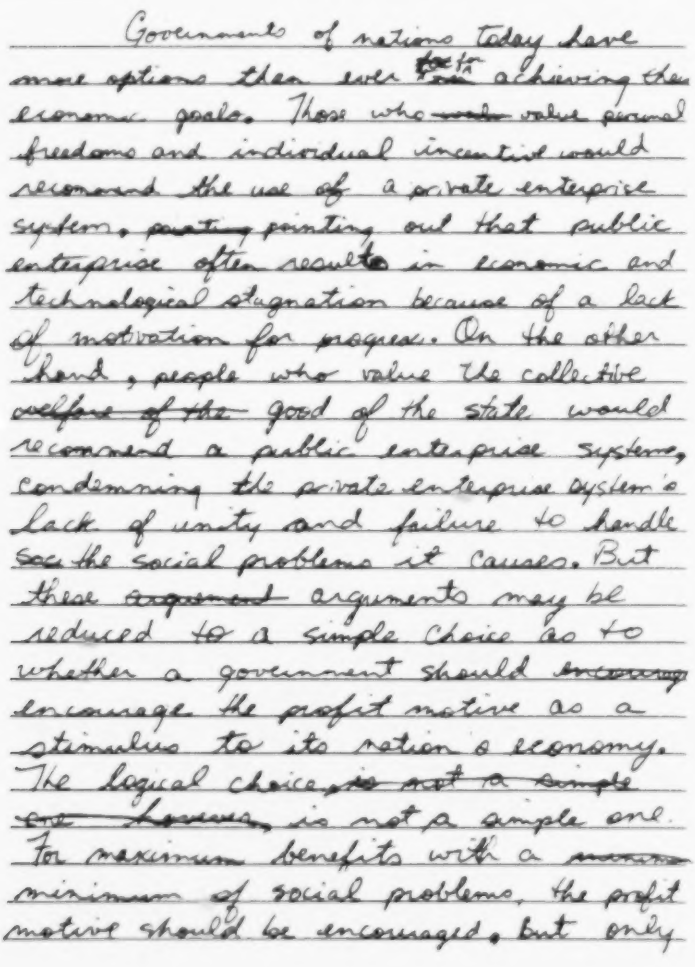
(Topic A)

TOPIC A

Student Sample One

General Comments

This writer introduces and thoughtfully integrates two alternative value positions that contemporary societies must consider. This discussion of values, which occurs throughout the essay, demonstrates an insightful understanding of the choices involved in the issue. A position is established through a comprehensive and largely accurate discussion of case studies that remains focused on the topic of the profit motive. A firm link is established between the position taken and the evidence presented to support it. This writer's discussion of social studies content reveals a mature use of language and vocabulary. This essay is representative of 5 EXCELLENT in most reporting categories. It exceeds the minimum standards by a considerable degree and represents the middle level of work produced by honors students.



Governments of nations today have more options than ever for achieving their economic goals. Those who value personal freedoms and individual incentive would recommend the use of a private enterprise system, pointing out that public enterprise often results in economic and technological stagnation because of a lack of motivation for progress. On the other hand, people who value the collective good of the state would recommend a public enterprise system, condemning the private enterprise system's lack of unity and failure to handle the social problems it causes. But these arguments may be reduced to a simple choice as to whether a government should encourage the profit motive as a stimulus to its nation's economy. The logical choice, is not a simple one however, is not a simple one. For maximum benefits with a minimum of social problems, the profit motive should be encouraged, but only

Description of Value Positions

The writer shows a clear grasp of the alternative values "personal freedoms" and "collective good" and has thoughtfully explored them: "people who value the collective good of the state would recommend a public enterprise system, condemning the private enterprise system's lack of unity and failure to handle the social problems it causes." This exploration of values is then carefully integrated with the essay topic: "these arguments may be reduced to a simple choice . . . whether a government should encourage the profit motive...." The writer has firmly embedded the issue of value choice throughout the essay; for example, in later reference to unfair business practices "Government control over businesses, in the interest of the collective good of the country, has taken priority over individual freedom...."

to a point

In the United States, the profit motive is highly promoted as the key to a flourishing economy, and the United States indeed, the United States is an world economic & international economic giant. But there are major social problems in the United States that their media has only recently begun to discuss. For instance, although there is a large middle class in the United States, and the per capita in Gross Gross National Income is among the highest in the world, How ever the number of citizens living below the poverty line has been growing, and many of these people are also homeless The of Gross National Product, then, has not been equitably distributed, because large businesses and corporations, in pursuing pursuing the profit motive, have eliminated much many high labour cost labour employees, and destroyed much of their small business competition.

The American government has therefore taken actions which may run contrary to the profit motive, but which have helped the United States cope with its economic and social problems. To encourage employment, subsidies have been given to small business, such as dairy farms, and on occasion to larger business facing financial difficulties, such as Chrysler Corporation. As well, the government has to been promoting social awarenes

Defence of Position

The writer's position is clearly evident: "the profit motive should be encouraged, but only to a point." A strong relationship is established between the case studies presented and the position taken. For example, "The American government has therefore taken actions which may run contrary to the profit motive, but which have helped the United States cope with its economic and social problems." This insightful discussion of alterations to the operation of the profit motive in each of the case studies examined leads convincingly to the writer's conclusion that governments must balance "promotion of the profit motive and government interference in the economy...." Throughout the essay, the writer successfully develops a number of clear arguments to support the position taken. These include economic considerations ("Application of the profit motive, however, has resulted in greater economic expansion") and social costs ("the number of citizens living below the poverty line has been growing...").

Description of Examples or Case Studies

This is a mature paper that demonstrates a firm grasp of the essential characteristics of Canadian, American, and Soviet economies. The

of the nation's social problems. There are few signs, however, that these difficult conditions will soon be lifted.

In the Soviet Union, the situation is vastly different. Since the inception of the Soviet government and the application of Marxist-Leninist philosophies, there has been a great elevation in the standard of living for the vast majority of citizens. But over the years, poor communication between national planners and nationalized factories and farms resulted in a stagnant economy. The pursuit of a collective good was marred by low productivity due to a lack of worker incentive.

Application of the profit motive, however, has resulted in greater economic expansion. For example, factories exceeding the quota given them by Gosplan may keep any money earned by selling the excess of goods produced. As well, under Glasnost, there has been a limited amount of free enterprise allowed legally in the Soviet Union, along with the accompanying individual initiative and pursuit of the profit motive. Limited application of the profit motive has therefore helped the Soviet economy.

writer's examples are clearly relevant to the issue: "In the United States, the profit motive is highly promoted as the key to a flourishing economy." Some of the discussion illustrates a firm grasp of theory; accurate and well-chosen references to such current policies or issues as *glasnost*, privatization, and the bail out of Chrysler demonstrates the writer's comprehensive knowledge. Appropriate use of social studies terminology is particularly notable: "Typical of a mixed economy, private ownership and nationalization exist side by side...."

Quality of Language and Expression

Major strengths of this essay are clarity of thought and strong organization. Throughout, the writer's argument is firmly controlled and forceful: "The pursuit of a collective good [in the Soviet Union] was marred by low productivity due to a lack of worker incentive." Both the sentence structure and the vocabulary are quite sophisticated: "Flawed application of Keynes' philosophy has resulted in large national debts in both Canada and the United States...."

The Canadian government has tried to strike a more equitable balance in application of the profit motive. # Typical of a mixed economy, private ownership and nationalization exist side by side: nationalized services include utilities and telephone communication, and ~~the government~~ Crown Corporations exist in fields such as the media transportation and petrochemical industries. ~~Many~~ ~~are~~ essent Essential services are also nationally owned, but those businesses offering consumer goods and services generally have little competition from government-owned business.

These businesses, then are free to pursue the profit motive as they please. This is, however, only so long as any advertising is not misleading, and competition is not unfair. In cases where large corporations ~~have~~ have sought to eliminate their competition via ~~unfair~~ artificially low ~~temporary~~ prices, ~~then~~ or through other unfair means, Canadian governments have intervened with controlling legislation. Government control over business, ~~has~~ in the interest of the collective good of the country, has taken priority over individual freedom in such cases.

As well, during periods of economic instability, characterized by such occurances as inflation and high unemployment, the Canadian government has followed ~~Keynes~~ the philosophy

of John Maynard Keynes, and increased government spending to stimulate the economy. Flawed application of Keynes' philosophy has resulted in large national debts in both Canada and the United States, but these debts, at least in Canada, are slowly being reduced. And, although the profit motive was stifled for a time, Canada is now pulling out of its recession, and the profit motive is once more taking priority, as is seen in the Mulroney government's plan to privatize many nationalized Crown corporations.

The evidence shows, therefore, that problems abound in economies tending greatly either towards public enterprise or private enterprise. Although no country can be or have a perfect, model economy and therefore, there will always be social and economic problems for governments to deal with, by balancing promotion of the profit motive and government interference in the economy, the magnitude of these problems can be minimized. The best approach to controlling the profit motive, then, is characterized by a mixed economy, such as is seen in Canada or Sweden, and even these economies seen as relatively pure have been in the process of becoming more mixed, in our efforts to reduce their domestic problems.

TOPIC A

Student Sample Two

General Comments

This writer clearly demonstrates an understanding of the value dilemma inherent in the issue. A middle-of-the-road position is taken and defended by an examination of relevant evidence. The writer has chosen appropriate and potentially strong arguments but has not developed those arguments as insightfully as one might expect. While there is some occasional over-generalization and minor factual error, the discussion displays a good understanding of social studies content and proficient writing skills. This essay is representative of 4 PROFICIENT in most reporting categories and generally exceeds the minimum standards.

Since the eighteenth century, economists have differed in their opinions in which way the profit incentive effects the individual, as well as the economy. Some experts feel that an unchecked market economy, using the profit incentive as a basis, results in the exploitation of lower class workers which leads to social and economic conflicts. More often, however, governments will follow a policy that uses man's greedy nature to develop or better the economy. In these cases, there is always a varying level at which the government will intervene to prevent profit seeking from developing into exploitation. By simply regarding the facts, we can see that without incorporating the profit incentive into our economic systems, nations today have little hope of developing to their full potential.

When governments are forced to decide for themselves on this matter, they must decide which will take precedence: the personal freedom of the individuals in the economic system or attaining economic equality which would eliminate the profit incentive and some of that personal freedom.

Early economists, however they differed in their opinions about the nature of man, generally agreed that once man was afflicted with the evils of society, he became greedy and self-indulgent. This may seem a harsh view on the average man's desire to succeed, but it has remained that pertainable to society since time.

Once case which proves this is the fall of a pure capitalist system in eighteenth century England. Adam Smith, one of the premiere outstanding economists, wrote of the capitalist system, working with a "laissez-faire" policy of the government. This type of system was achieved

Description of Value Positions

This writer reveals a clear understanding of the choices inherent in the issue. "Personal freedom" and "economic equality" are identified as value alternatives after a general discussion of the consequences associated with opposing views on the importance of the profit incentive. Throughout the paper the writer develops the dilemma between increasing economic prosperity and consequent exploitation, and of increasing greater equality and consequent reduction in individual initiative: "Even in the USSR, it is desirable to provide incentives for workers...." In fact, a concluding argument made by the writer is value-based: "It can be seen that [in the Swedish example] there is no need to sacrifice personal freedom to attain economic equality."

Defence of Position

The defence of position is based on well-considered arguments developed through basic supportive evidence.

but it was not long before society felt the need of government intervention once working conditions became unsafe, wages were continually decreasing and shifts, in some places, reached eighteen hours per day. this fall of a pure capitalist economy proved that the system could simply not run itself, fairly and without exploitation.

A perhaps radical solution to such a problem may be found in the collectivist policy of the present day Soviet Union. Here, unemployment, inflation and exploitation are not factors. The government has established a Central Planning Board that is able to attain economic equality. Education, jobs and housing are provided by the government at a low cost, if any. The CPB works out the potential of the nation's industries, establishes long term goals and how they will be reached. By nature, the premons of the industrial factories tend to mask their potentials so that they will be easier to reach, if not surpass when the deadline rolls around. Bonuses are provided for material incentives to the workers or factories which exceed their goals. Even in the USSR, it is desirable to provide incentives for workers, though, in theory, the need should not exist.

Recently, farmers living and working on state or collective farms in the USSR have been allotted the land surrounding their houses for private cultivation. The total of this land equals only three percent of the farmlands in the USSR but manages to reap an incredible thirty percent of the nations agricultural output. Farmers sell their goods at markets in the farming villages which are essentially "free markets". With the extra money, these farmers are able to increase their income somewhat and unstabilized the governments hold on economic equality.

Perhaps a half-way situation would be ideal in the development of today's economies. The system would have to be democratic to provide the necessary freedoms, and involve a mixture of the capitalist and collectivist economies. An example of this desired amount of government intervention is Sweden. this nation is based entirely upon a pragmatic policy, hold no ideology by which to steer its course and able to drop a project at any time if it is not benefitting the country. The privatized industries include all of those

The case studies and examples are connected by clear transitions that represent progressive stages in the writer's position: "A perhaps radical solution to such a problem [with laissez faire] may be found in the collectivist policy of the present day Soviet Union." The relationship between the writer's position and supportive evidence is reinforced by bringing all these examples together under one key position: "The best way of measuring the success of each of these systems . . . lays in comparing their Gross Domestic Production levels." This point leads to a strong conclusion that synthesizes the evidence: "We can see from the aformentioned situations that an economy which does not weave any profit incentives into the fabric of its system, is unable to reach its full potential...."

Description of Examples or Case Studies

The writer, in arguing a position, has chosen to survey a variety of relevant examples -- from 18th century England to the present-day Soviet Union. These descriptions do contain some unsubstantiated over- generalizations: "Here [the Soviet Union], unemployment, inflation and exploitation are not factors," or again, that Sweden holds "no ideology by which to steer its course...." Despite these limitations, the information presented is sufficiently broad and well-developed to reveal a good grasp of social studies content.

which are not major enough to require government supervision. Sweden's nationalized industries include communication and transportation, for example. But leave such areas as agriculture open for private business.

The best way of measuring the success of each of these systems mentioned lays in comparing their Gross Domestic Production levels. Though the USSR encompasses the world's second largest economy, its GDP ranks approximately seventh or eighth down from, for example, the USA which has mostly a capitalist economy. Sweden's GDP is certainly well above that of the Soviet Union and is able to provide many of the same services and, at the same time, keep unemployment down to a minimal 3-4%.

We can see from the aforementioned situations that an economy which does not weave any profit incentives into the fabric of its system, is unable to reach its full potential for development and prosperity. A "middle-of-the-road" allowance for the incentive factor has proven to give steady development without the fear of economic inequalities and exploitation. It can be seen that, in such cases, there is no need to sacrifice personal freedom to attain economic equalities.

Quality of Language and Expression

The writer's meaning is clearly communicated through good organization and an effective use of language: "Some experts feel that an unchecked market economy, using the profit incentive as a basis, results in the exploitation of lower class workers which leads to social and economic conflicts." Occasional awkwardness, Soviet farmers "are able to increase their income somewhat and unstablize the government's hold," does not distract from the intent of the writer. The writing is essentially free from distracting errors in spelling and grammar.

TOPIC A

Student Sample Three

General Comments

This writer demonstrates an adequate understanding of alternative value positions but does not suggest that a dilemma is apparent with this issue. Two relevant case studies are developed in a straightforward, mechanical manner. While a position is evident, it is somewhat weakened by a favorable description of an opposing position. The writer's expression reveals adequate use of language, including correct conventions and vocabulary. This essay is representative of a 3 SATISFACTORY in most reporting categories and generally meets the minimum standards.

Should the profit motive exist? Countries with a capitalist economy believe that individuals should be free to make their own economic decisions based on their desire to make a profit. On the other hand, countries following a public-enterprise system believe that the state should make economic decisions for the benefit of society as a whole. I believe that the profit motive is necessary for both the individual and the state.

The profit motive is encouraged by capitalist countries. One example of this is found in the United State. This country believes that individuals will achieve a higher level of satisfaction in their work if they possess the profit motive. In other words, individuals will work harder if there is something in it for themselves. Individuals wishing to make a profit will work in those areas which have the greatest demand. In this way, goods and services which are needed by the country as a whole will be

Description of Value Positions

Alternative value positions are alluded to throughout the essay but are not specifically stated or developed. Values such as "benefit of society," "Self-fulfillment," and "personal achievement" reveal an adequate understanding of the issue; however, only those values associated with capitalism are discussed to any extent.

Defence of Position

The writer has taken a definite position, but the support for the position is undeveloped and contains unsupported assertions that the writer presumes the reader will accept on faith: "individuals will work harder if there is something in it for themselves," and "profit motive . . . leads to creativity . . . [that] constantly changes and shapes a society." There are some over-generalizations and questionable assertions such as the conclusion that guaranteed minimum income leads to massive unemployment. While the case studies are appropriate, the positive evaluation of the command economy does not relate well to the writer's advocacy of the profit motive.

produced by those individuals seeking to make a personal profit. Overall, both the individual and the state benefit. The United States has one of the highest standards of living and rates of growth in the world today. It is through the individual drive to achieve that the state grows as a whole.

Countries with a public-enterprise system do not believe in the profit motive. The U.S.S.R. is an example of this type of country. They believe that the profit motive will result in individuals seeking selfish goals. This would result in the suffering of the state's economy. Public-enterprise countries believe that government regulation of the economy is the only way to achieve national prosperity. The individual must be controlled or he will bring ruin upon the state through greedy and selfish decisions. The U.S.S.R. has achieved startling growth by following a system of public enterprise and government control. They have achieved massive improvements in technology and in the economy in a very short time. Their disuse of the profit motive has also led to a prosperous state.

It is my belief that the profit motive is necessary in a society. The individual needs a personal goal to strive for. If a person has the chance to

Description of Examples or Case Studies

The two relevant case studies, the U.S.S.R. and the U.S.A., illustrate some of the basic features of each type of economy, but the discussion tends to be simplistic: "Individuals will work harder if there is something in it for themselves"; "the individual must be controlled or he will bring ruin upon the state...." The writer exhibits adequate understanding of social studies content, but the examples lack depth and complexity.

Quality of Language and Expression

The writer's meaning is clearly understood, and care and attention are paid to spelling, grammar, and vocabulary. However, the presentation is somewhat weakened by the repetition of simple assertions such as the writer's position on the issue. Because the level of thought and discussion is relatively simple, the writer takes minimal risks in the control of language and expression. There is little chance for error in language, and thus the reader expects correctness.

receive tangible benefits, then he will work hard to achieve that goal. As stated before, profit will be seeked in those areas where there is a demand. This will benefit the state as a whole as economic decisions are based upon the principle of supply and demand. Of course, the individual also benefits through the self-fulfilment and satisfaction that a personal achievement brings. If there is no profit motive, then individuals will not work as hard. They will feel that there is no sense in pushing themselves if they are already guaranteed a minimum income. This leads to massive unemployment and such other adverse economic conditions. Another advantage of the profit motive is that it leads to creativity as individuals strive to achieve. It is this inventiveness which constantly changes and shapes a society. The society that encourages the profit motive will advance into the future.

Different political systems hold different views on the profit motive. Capitalist societies believe that the profit motive is best for the individual and beneficial for the state. Followers of a public-enterprise system believe that the state suffers when selfish profit motive are encouraged. I believe that the profit motive leads to the bettering of both the individual and the state. The profit motive is essential.

TOPIC A

Student Sample Four

General Comments

While this writer identifies two value positions, the discussion reveals a limited understanding of the choices inherent in the issue. A position is evident but appears contradictory, and it is supported primarily by emotional assertions. The development of supportive evidence is disjointed and somewhat confused. The expression reveals errors and uncertainty that detract from the clarity of the paper. This essay is representative of 2 LIMITED in most reporting categories and consequently fails to meet the minimum standard.

Individualism (being that the individual is most important), and government control (being that the government controls what the individual can or cannot do), are the two competing values raised when determining if a government should encourage profit motive in it's economy.

In 1776, Adam Smith wrote the "Wealth of Nations" which was in favor of a pure capitalist system. Smith believed in laissez-faire ("to let do") and felt that people would motivate themselves to do well and therefore this system would work. He did not take into consideration the fact that people may not be able-- Perhaps Smith had to much faith in the individual.

Karl Marx didn't believe in having a "class structure" which capitalism proposed. He opposed the bourgeoisie and led the proletariat to take them over. There had to be a system which was established to balance these two extremes out.

A mixed economy (which Canada has today), is definitely the best system to acquire an equilibrium of both capitalism and government intervention. Profit motive enables individuals

Description of Value Positions

The description of value positions reveals an uncertain understanding of the issue by identifying "government control" as a value. The relationship of the value positions to the issue of the profit motive is not made clear.

Defence of Position

The argument is based more on emotion than on fact or logic, and the case studies are insufficiently described such as "Going to school for nine years to become a doctor or lawyer and get paid the same amount as a waitress?" The relationship between case studies and the conclusion is flawed. The writer asserts that Canada's mixed economy is the best system and yet that Sweden's democratic socialism is an undesirable system. This assertion suggests that the writer is not certain about features of either economy. The major concluding statement lumps together disparate economic systems in a way that shows limited understanding of the role of the profit motive within each system.

to acquire profit for themselves as a reward for their successes. ~~[illegible]~~ A Democratic socialist country like Sweden would be unrealistic as the rich are discriminated against as a result of being taxed. Progressive income tax would totally defeat the purpose of anyone wanting to become ~~[illegible]~~ a doctor or a lawyer. Going to school for nine years to become a doctor or lawyer and get paid the same amount as a waitress? This is an undesireable system — the benefits ie (maternity leave for both husband and wife etc..) are not worth it. If someone works hard ~~for~~ at what they do then they should be rewarded.

Governments should definitely encourage profits motive in their nations' economies and the best system to encourage this in is in a mixed system. Democratic Socialism, Pure Capitalist systems, and ~~[illegible]~~ a centrally planned ~~economy~~ economies are not logical systems to propose the encourage of profit motive as it is virtually impossible. Individualism (in a mixed economy) which would influence profit motive is an ideal way to encourage it.

Description of Examples or Case Studies

The use of Adam Smith, Karl Marx, Canadian mixed economy, and Swedish socialism are all relevant, but information on each is very limited and vague. The writer exhibits serious confusion in the use and definition of "mixed economy," a key social studies concept. Canada's mixed economy is "best" while democratic socialism is "unrealistic as the rich are discriminated against as a result of being taxed."

Quality of Language and Expression

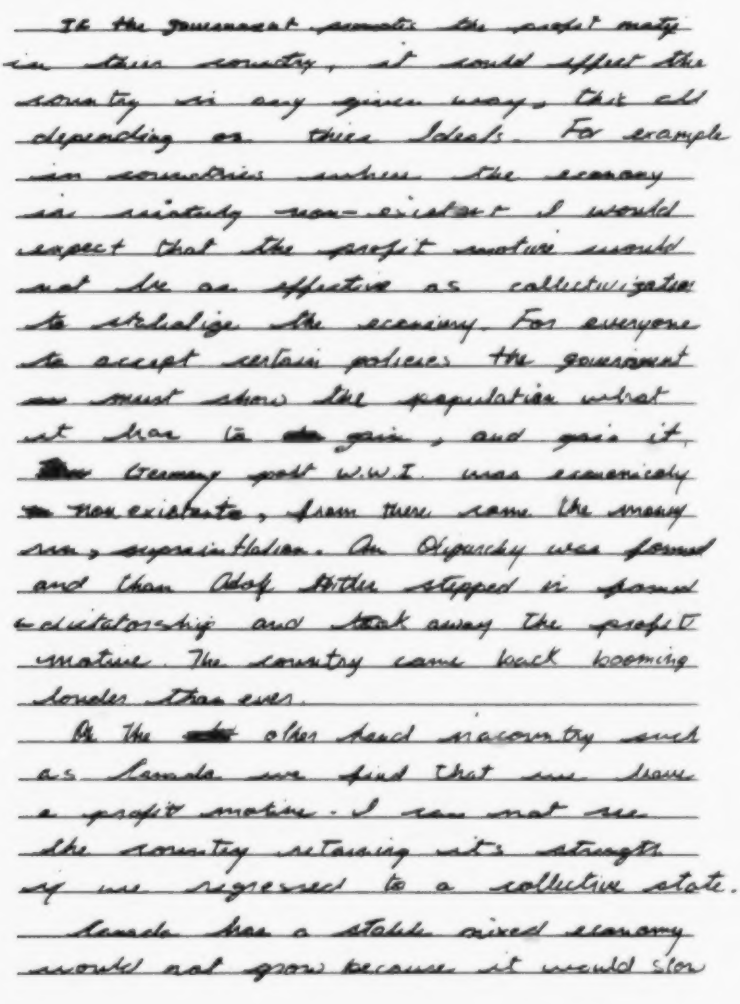
The use of "bourgeoisie" and "proletariat" indicates some understanding of social studies terminology. The writer's meaning is generally understood; however, there are some problems with spelling and grammar.

TOPIC A

Student Sample Five

General Comments

This writer demonstrates a weak understanding of the issue. Although the writer mentions a number of terms related to values, alternative positions are not developed. A position is discernible, but the attempt to defend it is weakened and contradicted by abbreviated case studies that contain distracting inaccuracies. The paper shows serious faults in grammar, sentence structure, and spelling. This essay is representative of 1 POOR in most reporting categories and consequently fails to meet the minimum standard.



If the government promote the profit motive in their country, it could effect the country in any given way, that all depending on there ideals. For example in countries where the economy is virtualy non-existant I would expect that the profit motive would not be as effective as collectivization to stabalize the economy. For everyone to accept certain policies the government must show the population what it has to gain, and gain it. Germany post W.W.I was economicaly non existants, from there came the money war, hyperinflation. An Oligarchy was formed and then Adolf Hitler stepped in formed a dictatorship and took away the profit motive. The country came back booming louder than ever.

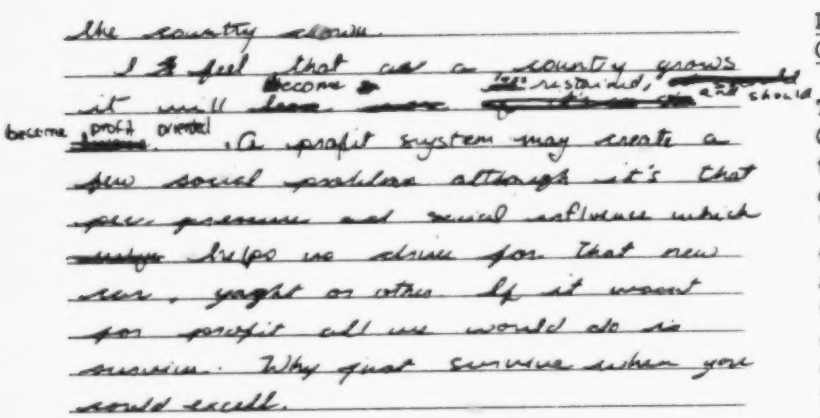
On the other hand in country such as Canada we find that we have a profit motive. I can not see the country retaining it's strength if we regressed to a collective state. Canada has a stable mixed economy would not grow because it would slow

Description of Value Positions

While "collectivization," "stability," and "growth" are mentioned and "efficiency" implied, alternative value positions are not developed or realized. Statements such as "I can not see the country retaining its strength if we regressed to a collective state" or "the government must show the population what it has to gain, and gain it" indicate some understanding of the issue but beg further explanation and analysis.

Defence of Position

While the student's position is generally evident, the paper is marred by a lack of accurate supporting evidence and a failure to elaborate a logical position. The writer's erroneous assertion that Hitler's removal of the profit motive caused Germany to come "back booming louder than ever" does not support the position that the profit motive encourages the individual to "excell."



the country down.

I ~~I~~ feel that as a country grows it will become ~~more~~ ~~[illegible]~~ ~~[illegible]~~ ~~[illegible]

SOCIAL STUDIES 30

SAMPLES

OF

STUDENT WRITING

(Topic B)

TOPIC B

Student Sample One

General Comments

This writer demonstrates a mature and thoughtful understanding of the dilemma inherent in the issue. Well-chosen case studies are used to develop the argument that a "sense of national belonging" must be balanced against the need for "international understanding." Case studies are concise and to the point. The writer's argumentation integrates factual content with a consistent value orientation to reach a thoughtful and forceful conclusion. The writer communicates effectively and demonstrates a mature use of language and conventions. This essay is representative of 5 EXCELLENT in all reporting categories. It exceeds the minimum standards by a considerable degree and represents the middle level of work produced by honors students.

It is the responsibility of a government to represent the desires and needs of its people. A government should encourage prosperity and well-being in the interests of its citizens. At times, the methods used to attain this prosperity are put in question. It is difficult to determine to what point leaders should use patriotic and nationalistic measures to attain their goals.

The two opposing values relating to this question are nationalism against internationalism. Should a government place nationalistic goals ahead of global unity? Does this interest nationalism promote hostility or even war? It is important to consider that throughout history, there have been countless examples of the violent results of nationalism.

In Germany preceding the Second World War, Adolf Hitler had rescued the country from the ruin and economic depression it faced resulting from its defeat in the First World War and the humiliating clauses of the Versailles Treaty. Hitler developed his country into one of the strongest economic powers of Europe through his system of extreme nationalistic patriotism. He instilled a sense of pride and superiority among the people, telling them they were of a superior race. In a time

Description of Value Positions

The value positions are well integrated into the body of the essay; they figure prominently in the case studies, as in the statement "The [Toronto Economic] summit will hopefully place the global economic needs before separate national problems." The writer also clearly shows insight into the implications involved in the choice of value alternatives: "nationalism, while promoting a sense of security and worth, also poses the danger of reaching extreme levels."

Defence of Position

The argument is forceful and mature, demonstrating strong organizational skills. A clear relationship is made between the evidence and the position taken. The writer's position relates to the value positions: "The position that Canada should take on this topic is an increased state of international understanding while preserving a regulated sense of national belonging."

when Germany was an utterly defeated country, Hitler offered the people a strong political direction and sense of worth.

As a result of the country's newfound prosperity, Hitler became strongly imperialistic, wishing to expand the country and unify all the German race under one flag. This resulted in the takeovers of Austria, Czechoslovakia and finally Poland which eventually began the Second World War.

The intense nationalism of Hitler's Germany led to many hostilities and finally to global conflict.

Several nations in the world belong to global organizations which aim to promote supranationalism. One such organization formed after the First World War was the League of Nations. The League of Nations chose to achieve global peace by preventing wars at all costs. Though it was not highly efficient, the League of Nations did give rise to the development of the United Nations after the Second World War. The United Nations have succeeded in preventing or easing tension in various conflicts. The United Nations successfully came to the aid of South Korea when it was invaded by North Korea.

By belonging to a global organization, nations put their international interests before nationalistic ones. They recognize the need for global communication to achieve world peace.

Other methods of international understanding are the various summits and conferences that have taken place throughout history between different countries or states. One such conference taking place presently is the economic summit in Toronto. This summit will hopefully place the global economic needs before separate national problems.

The position that Canada should take on this topic is an increased state of international

A sophisticated effort at synthesis of alternative value positions is made in the concluding paragraph: "While nationalism enhances and motivates a country to unify and to work as one, it is important to remember that the same principal applies on an international scale."

Description of Examples or Case Studies

The examples are well chosen and indicate a high level of social studies awareness. The discussion of the extreme nationalism of Hitler's Germany, the development of the United Nations out of the lessons of the League of Nations, and the 1988 Toronto Economic Summit are well linked to the writer's discussion of values and to the ultimate position: "The intense nationalism of Hitler's Germany led to many hostilities and finally to global conflict."

understanding while preserving a regulated sense of national belonging. Each nation recognizes its people's need for unity by some language or customs. Human nature dictates our desire for a sense of belonging resulting in territorial divisions and patriotism to our nation. This nationalism, while promoting a sense of security and wealth, also poses the danger of reaching extreme levels such as Hitler's Germany. By teaching the importance of internationalism and global unity, nations will come to better understand and respect differences in appearance, beliefs and traditions. While nationalism entices and motivates a country to unify and to work as one, it is important to remember that the same principal applies on an international scale. If there is another global war, it will entail the end of humanity as we know it. No amounts of patriotism or nationalistic measures no matter how extreme, will spare one country over another in a nuclear disaster. The time for global unity is now.

Quality of Language and Expression

The writer presents a unified essay in which the separate elements have been blended together in a natural and forceful piece of writing. A mature use of vocabulary and sentence structure is evident in sentences such as "Human nature dictates our desire for a sense of belonging resulting in territorial divisions and patriotism to our nation."

TOPIC B

Student Sample Two

General Comments

This writer clearly identifies two value positions and, although the concept of "internationalism" is somewhat undeveloped, there is evidence that the writer clearly understands the dilemma inherent in this issue. The case studies are well chosen and are used effectively to support the writer's position. The writer's meaning is clear, and minor errors in word usage probably result from the circumstances of writing. This essay is representative of 4 PROFICIENT in most reporting categories and generally exceeds the minimum standards.

The underlying issue involved is that of nationalism vs. internationalism. Patriotism in itself is not the cause for concern among nations — rather, by itself, it often leads to positive results for the individual. However, when the patriotism of one country results in the discontent of several others, the eventual outcome is most often in direct opposition to the goals of peace, prosperity, and security. Because the latter situation has twice led to World War, patriotism and general nationalism should definitely not be encouraged.

Patriotism is really a form of pride, directed to serve national interests. While this particular ideology gives the people of a nation a certain sense of direction with regards to their own ideologies and beliefs, patriotism also has its negative effects. The beliefs of the leader which ultimately become the beliefs of the people, are not always without controversy, and the direction of the people and the nation is not always the right one. The eventual result, of course, is an ideological conflict between nations, which often very quickly escalates into a military conflict. Global prosperity and collective security become a lost cause. Nazi Germany presents a perfect example of the aforementioned order of events.

With the ascention of Adolf Hitler to power in the early 1930's, Germany truly became a national entity among nations. All the people's actions during this time were for the enhancement of the state. While certain individual liberties such as the freedoms of speech and press were denied to the people of Germany, to them, it was a small price to pay for the positive results they were seeing from Hitler's leadership. During the first four years of Hitler's reign, he gained the confidence and respect of his people by leading them out of the depression which was raging world-wide. In fact,

Description of Value Positions

The writer clearly identifies the value positions "nationalism" and "internationalism," and shows a keen awareness of the dilemma posed by patriotism: "when the patriotism . . . results in the discontent of several others [nations], the eventual outcome is most often in direct opposition to the goals of peace, prosperity, and security." The writer's treatment of internationalism is not thorough, but the values have been embedded throughout the essay.

Defence of Position

The writer's position is clear and well supported: "The fact that the Germans were willing and ready to go to war to protect their beliefs displays the raw power of patriotism, and is the reason why patriotism should not be encouraged...." In this example, the student's position is strengthened by linking values and evidence. The brevity of evidence may sometimes weaken the position, but overall the defence of position is logical and clearly developed.

the Germans followed Hitler blindly, and it was this undying patriotism which led to [redacted] World War II. The direction Hitler was leading the people to was that of popular discontent. The [redacted] idea of anti-semitism in Germany became practice, and the sovereignty (and lives) of millions of Jews in Europe was lost. The fact that the Germans were willing and ready to go to war to protect their beliefs [redacted] displays the raw power of patriotism, and is the reason why patriotism should not be encouraged by any nation. The ideology of internationalism is an alternative.

Woodrow Wilson's idea of creating a 'League of Nations' to help achieve the goals of collective security [redacted] and global prosperity, was the first step in the right direction. Granted, it didn't prevent WWII, but it was the first attempt at creating an international alignment between the nations of the world, and it warranted later attempts at bettering this system. It has been suggested that the reasons for the lack of success shown by the League of Nations in assuring world peace include the U.S.'s non-involvement policies of isolationism during its existence, and the lack of military assistance in the event of a crisis. In short, the League of Nations could do nothing to stop Germany's imperial conquests but impose certain sanctions [redacted] With the formation of the United Nations, however, both these situations were remedied; the US became a key member, and military assistance became available to all members. Despite the fact that the U.N. harboured the Korean War, it was in the face of aggression by a larger nation, namely the USSR. As well, although nations must give up some national [redacted] sovereignty and independence, it is for the collective good, and to this effect the United Nations has succeeded in preventing [redacted] any major world conflicts. For this reason, and for the good of the world at large, national tendencies such as patriotism should be avoided at all costs.

In the words of Neil Peart, "Better the pride that resides in a citizen of the world, than the pride that divides when a colorful rag is unfurled."

Description of Examples or Case Studies

The author's analysis of nationalism in Hitler's Germany and internationalism in the League of Nations is effective and relevant. The suggestion that "the reasons for the lack of success shown by the League of Nations in assuring world peace include the U.S.'s non-involvement . . . and the lack of military assistance in the event of a crisis" shows a good understanding of social studies content. The assertion that "the UN harbored the Korean War" is vague but does not unduly detract from the strength of the analysis.

Quality of Language and Expression

The writer's argument is clear and the paper shows a good command of writing skills. Although there is some awkwardness in phrasing ("the direction Hitler was leading the people to was that of popular discontent"), the author is also capable of employing complex sentence structure: "Patriotism, in itself, is not a cause for concern among nations - rather, by itself it often leads to positive results...."

TOPIC B

Student Sample Three

General Comments

The writer identifies and briefly develops alternative value positions, demonstrating an acceptable understanding of the issue. The case studies are relevant, but the writer takes a simplistic view of Germany's war with the Soviet Union. Although the writer's position is evident, there is some confusion in the attempt to support it. However, there is an effort made to integrate the value positions throughout. Complex sentences are sometimes unsuccessful, but the writer's meaning is generally understood in spite of errors in language usage. This essay is representative of 3 SATISFACTORY in most reporting categories and generally meets the minimum standard.

Bismark felt that a unified and strong nation state was highly desirable. He felt that devotion to Germany was necessary for the greater security of its citizens. Many other government and patriotic leaders have felt the same way about their own countries. However, recently, this opinion is beginning to change and extreme nationalism is now regarded as destructive to global security. Should nations encourage the growth of patriotism?

Those that value nationalism are in favour of patriotism, like Bismark, they feel that homage to a mother land is in the citizen's best interests. By serving the country, the citizen not only achieves a sense of identity, but also contributes to their security and personal welfare.

Conflicting with the value of nationalism, is internationalism. Internationalism places a low priority on patriotism. It is more concerned with co-operation between nations, than proclaiming any one nation to be the best. By placing very little emphasis on patriotism, the citizen is more receptive to the ideas of other nations and far more willing to work with them.

A classical case study of extreme patriotism

Description of Value Positions

The writer identifies the alternative value positions "nationalism" and "internationalism," and adequately develops these positions. Some confusion exists, however, over the relationship between nationalism and patriotism: "Those that value nationalism are in favor of patriotism." In spite of this error, the writer has demonstrated an acceptable grasp of this dimension.

Defence of Position

While the writer's stance is clearly articulated, the support for the position is minimal. The presentation of evidence lacks thoroughness and development, and therefore assertions such as "the mistrust between nations, demonstrated by Germany's example, could prove to be the end of the human race" lack persuasiveness.

can be found in Natzi Germany. Hitler valued extreme nationalism, and set out to promote this value by inspiring patriotic feelings toward Germany in its citizens. As result of this devotion to Germany, all non-German citizens became despised by the Germans. The Russians were no exception. Because Hitler despised them, he underestimated their strength and intelligence. This was his downfall in World War II. Completely believing in the superiority of the Germans, Hitler attacked Russia in the fall, expecting to defeat it quickly. This obviously did not happen. The Russians did not allow the Germans to penetrate past Leningrad before winter struck. The German army was forced to retreat, and Hitler lost the war.

As seen from the case study, the extreme nationalism, fostered by patriotism did not benefit Germany in the end. Patriotic indoctrination caused misperceptions of other nations. This meant that co-operation was extremely difficult. Germany, instead of working with Russia and defeating Europe, fought against her and lost the war.

Security can best be achieved through co-operation and internationalism. Without patriotism closing citizen's minds to the merrits of other nations, this co-operative internationalism can be realized.

Patriotic nationalism causes wars. For, in order to prove their nation is superiour to all others, citizens compete against other nations. This competition can be peaceful and even constructive, as in the olimpics, but far more often it is not. Competition over spheres of influence and

Description of Examples or Case Studies

The discussion of nationalism in Nazi Germany and Hitler's Reich is relevant, but the evidence is somewhat simplistic and suffers from lack of detail and elaboration: "The Russians were no exception. Because Hitler despised them, he underestimated their strength and intelligence. This was his downfall in World War II." This paper shows an adequate understanding of social studies content, but it lacks breadth.

Quality of Language and Expression

The writer's meaning is generally understandable and the thesis is presented at several points in the paper. Although sufficient attention is given to the conventions of writing, there are distracting spelling mistakes (Natzi, merrits, seperiour). However, the writer has attempted some complexity in sentence structure ("This competition [among nations] can be peaceful and even constructive, as in the olimpics, but far more often it is not"), which raises the paper above the level of simple declarative phrasing.

the quantity of nuclear weapons is, unfortunately, a far more common occurance. Destructive competition, combined with mistrust, could cause a breakdown in relationships between nations, and lead to a third world war.

In this age of nuclear weaponry, I do not feel patriotism should be encouraged. The mistrust between nations, demonstrated by Germany's example, could prove to be the end of the human race, if it were to occur now. In the intrests of the future of mankind and co-operation between nations, I feel nationalistic patriotism should not be encouraged by government and political leaders.

TOPIC B

Student Sample Four

General Comments

Although alternative value positions are mentioned in this paper there is no development, which indicates that the writer has a limited understanding of the issue. The case studies are primarily described by slogans rather than evidence. Undeveloped and unsupported emotional assertions rather than logically developed arguments are used in the defence of position. Awkwardness and inaccuracies characterize the writing. This essay is representative of 2 LIMITED in most reporting categories and consequently fails to meet the minimum standard.

Patriotism Among the Nations

During the last century especially the last few decades, governments of all beliefs have encouraged its inhabitance to have a strong devotion to their country. The ~~British~~ believe this establishes a strong, unified nation state. Phrases such as "Do it for your country" became very popular during WWI and WWII. But some country feel that a strong patriotic stand is not good. They shy away from such a ~~the~~ belief. A further examination of this issue will help clear up the opposing sides of patriotism.

A strong patriotism to one's country leads to fighting a war for your country, pledge of allegance, national anthem saluting the flag and other such displayes. Men die for their countries in war. For what? A sence of national security? Do they feel that it will bring international

Description of Value Positions

Only one value position, patriotism, is really developed; other alternative value positions, "national security" and "international unity," are raised by rhetorical questions that are not developed, leaving the reader to doubt the writer's understanding of the issue.

Defence of Position

The writer's argument consists of sweeping assertions and emotional language. The position that "patriotism to ones 'motherland'," has lead to suicide, death and murder" is not supported by adequate evidence or logic. The use of rhetorical questions is substituted for argument, but this, in itself, does not advance or support the defence of position.

unity? These people are so emotionally wrapped up with the country and moms apple pie they will go to the point of dieth for their country.

America is one very good case study for the issue of patriotism. USA gets their populations to ~~commit~~ commit to country by using such propaganda as moms apple pie, uncle Sam, and preservation of country. But what is the outcome of such idiologist?

WWII under the ruthless regime of Hitler was one of the worst wars known to mankind. He influenced his people in such away that they murdered jews in gas chambers and concentration camps. Their drug suded patriotism to country lead to murder. Anyone no matter who if they go to war, they have succum to patriotism to country.

History has shown that patriotism to ones "motherland," has lead to suicide, death and murder. A Solution? Let people live in peace and security. Today people have enough problems with out the pressure of patriotism to worry about. Patriotism caused deaths and murders to bring about international quietly. All we need to do this is eliminate peace and security patriotism through a peaceful atmosphere in society.

- 37 -

Description of Examples or Case Studies

The case studies employed are relevant but underdeveloped. Assertions take the place of description, and there are numerous generalizations pointing to a restricted understanding of social studies content: "The USA gets their populations to commit to country by using such propaganda as mom's apple pie, uncle Sam, and preservation of country."

Quality of Language and Expression

There are many errors in syntax and spelling. "Anyone no matter who if they go to war they have succum to patriotism to country." The writing reveals a lack of assurance in language usage, and consequently the reader must struggle to discern the writer's intent.

TOPIC B

Student Sample Five

General Comments

This writer demonstrates a minimal understanding of the issue by developing neither alternative value positions nor adequate case studies. The defence of position is illogical and awkwardly developed. There are serious faults in grammar, spelling, and punctuation. This essay is representative of 1 POOR in most reporting categories, and consequently fails to meet the minimum standards.

"Should Nations Encourage the growth of Patriotism among their Populations?"

I feel that nations should encourage the growth of Patriotism among their Populations, because patriotism is where you are loyal to your country. By being loyal you promote better prosperity in businesses. Making the country richer. Giving us National Prosperity, then if all the countries encourage patriotism we will get global prosperity. This would enable us to "pick up our dying cities and our collapsing public services". Giving people no reason to want War.

With the threat of war lessened, national security will not be needed and we can become globally united giving us all collective security. Then all the government money will not have to go to the military. But then making us to fix the staggering taxes we pay.

If we encourage the growth

Description of Value Positions

Patriotism and collective security are suggested as value positions, but the writer demonstrates a confused understanding of the issue by implying that patriotism is linked to business prosperity and school spirit. This limited understanding seriously undermines the treatment of other values mentioned.

Defence of Position

There is an attempt to show that patriotism leads to national prosperity and then to global prosperity, but there is no logical development of this idea. The defence is reduced to a number of wholly unsupported assertions: "being loyal [to your country] you promote better prosperity in businesses."

of Patriotism. We can also have more spirit, for things like the summer and ~~wint~~ winter olimpics games. Getting more people involved, which would to some degree produce more athletes. Giving better or more compition for the athletes and for us to watch. It's kind of like school spirit, you ~~me~~ need the patriotism to promote spirit. ~~to~~ Without school spirit the school becomes boring, No one wants to be involved or to go watch the sports, they all want to stay at home and watch TV.

In conclution I would say, yes that nations should encourage the growth of Patriotism ~~among~~ among their populations. Because the welfare of man kind depence on it !!

Description of Examples or Case Studies

The passing mention of the "winter olimpic games" and the attempt to equate the promotion of patriotism to the encouragement of school spirit betray a serious lack of knowledge of social studies content.

Quality of Language and Expression

The writing shows serious faults in language usage, spelling, and grammar. Sentence fragments ("giving people no reason to want war", "Making the country richer") and spelling errors ("amoung, olimpics, compition") are frequent, and they seriously interfere with the writer's intended meaning.

APPENDIX A

SOCIAL STUDIES 30

DIPLOMA EXAMINATION SCORING GUIDE

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

Thoughtful description of alternative value positions underlying the issue.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirement:

Requirement	Criteria
Thoughtfulness	- Are two or more alternative value positions described? - How adequately developed are the descriptions? - What depth of understanding of the issue is demonstrated by the description of alternative value positions?

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The description of the alternative value positions is thoughtful and reveals an insightful understanding of the dilemma inherent in the issue.
(4) PROFICIENT	The description of the alternative value positions reveals a clear understanding of the issue. Some of the critical features of these positions are identified.
(3) SATISFACTORY	The description of the alternative value positions reveals an adequate understanding of the issue.
(2) LIMITED	The description of the alternative value positions reveals an uncertain or vague understanding of the issue. The value positions stated may not be clearly related to the issue.
(1) POOR	The description of the alternative value positions reveals an inaccurate or incomplete understanding of the issue.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

2. DEFENCE OF POSITION (10 MARKS)

Logical and persuasive defence of position chosen on this issue.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirement:

Requirement	Criteria
Logic and Persuasiveness	- Is the writer's position evident? - How well does the writer draw a relationship between evidence from the examples and/or case studies chosen and the position taken? - Are the arguments based on reason and scholarship rather than emotion? - Are the arguments based on valid assumptions and premises that support the conclusions made?

SCORING GUIDE: TOPICS A AND B

2. DEFENCE OF POSITION (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. The arguments presented are consistent and forceful, demonstrating originality and insight.
(4) PROFICIENT	The defence of position is based on well-considered arguments. The arguments presented are logical and clearly developed.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. While the arguments are generally sound, they may lack somewhat in persuasiveness.
(2) LIMITED	The defence of position is based more on emotion than logic or the arguments presented are confused or vague and lack development.
(1) POOR	The defence of position is weak because a position is hard to determine OR little or no attempt has been made to defend the position taken.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

3. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
Accuracy	- How verifiable or factually accurate is the description of the examples and/or case studies selected?
Comprehensiveness	- What breadth and/or depth of understanding is demonstrated by the description of case studies and/or examples chosen?
Relevance	- Are the case studies and/or examples related to the issue?

NOTE: Examples and case studies from social studies content may be historical or contemporary and drawn from the study of Canada or other nations.

SCORING GUIDE: TOPICS A AND B

3. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The examples or case studies chosen are relevant, accurate, and comprehensively described, revealing a mature and insightful understanding of social studies content.
(4) PROFICIENT	The examples or case studies chosen are relevant, accurate, and clearly described, revealing a good understanding of social studies content.
(3) SATISFACTORY	The examples or case studies selected are relevant and adequately described, but may contain some minor factual errors. The descriptions reveal an adequate understanding of social studies content.
(2) LIMITED	The examples or case studies selected, while relevant, are vaguely described and contain inaccuracies, revealing a restricted understanding of social studies content.
(1) POOR	The examples or case studies chosen are relevant, but a minimal attempt has been made to describe them and/or the descriptions contain major errors, revealing a lack of understanding of social studies content.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension, OR where the case studies and/or examples chosen are not relevant to the issue.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

Effective use of language and expression.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be marked on how well they meet the following requirements:

Requirements	Criteria
Organization	- Does the essay have an introduction, body, and conclusion?
	- Does the development of the essay show coherence and logical order?
Conventions	- Does the student use correct grammar, spelling, and mechanics? ("Mechanics" refers to capitalization and punctuation.)
Syntax and Vocabulary	- Does the student use correct, appropriate, and effective syntax and vocabulary? ("Syntax" refers to the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" refers to the use of social studies terminology as well as common word usage.)

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The content is organized in such a way that the writer's meaning is unquestionably evident. The expression reveals a mature use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's meaning is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's meaning is generally understood. The expression reveals an awareness of, and attention to, language structures, spelling, and vocabulary.
(2) LIMITED	The content is organized in such a way that the writer's meaning is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's meaning. The expression reveals serious faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

APPENDIX B

AN ADDITIONAL SAMPLE OF STUDENT WRITING

GENERAL COMMENTS

This paper illustrates a creative and interesting approach to the essay assignment that was achieved despite the constraints of examination conditions and format writing. This student essay on Topic B is unusual in its tone and use of metaphor, yet it is a unified work drawing from a wide range of social studies content. The paper also fulfils all the requirements of the assignment. Besides the solid grounding in content, there is a certain independence of thought that is unique, going beyond the structure that has become common to this portion of the examination.

Altogether this paper demonstrates that a student writer can adopt an unconventional and inventive approach to this assignment as long as attention is paid to the cognitive tasks that form the basis for the assessment.

COMMENTARY

This is an original approach to the essay; remarkable in its fusion of artistic unity and substantive analysis, which is achieved through extended metaphor. Excesses of expression do occur, along with historical generalizations that may be challenged. These instances are outstripped, however, by the frequency of striking expression and examples of impressive insight. Throughout, and as a whole, this essay bears the mark of an individual with creative intelligence.

The value positions are well described and embedded within the body of the essay: "The value of internationalism covers a wide array of values including collective security. This is the value of subordinating national goals in order to preserve world peace. The concept was given the gift of life by President Woodrow Wilson of the United States...."

The paper demonstrates an extremely broad knowledge of social studies content: the Napoleonic wars, the German wars of unification, the Treaty of Versailles, the League of Nations, and the UN; brief but relevant references to the Middle East are well integrated into the writer's overall argument. The paper is marked by a high level of analysis. The commentary on the difference between nationalism and self-determination reflects sophisticated reasoning. Also remarkable is the writer's recognition that nationalism can lead either to aggression or to isolationism, an observation that is used as an organizing principle for the rest of the case studies.

The writer's skilful combination of evidence, values, and analysis is notable: "The collective security clause of the Versailles Treaty created the League of Nations. But because of the world's unreadiness to give up national goals, the international government fell. The concept of self determination was not fully understood...."

The quality of language and ~~expression~~ is perhaps the most immediately distinctive aspect of the paper. The writer uses forceful prose to drive the narrative: "Britain and France were devastated by war, and picked up the fatal policies of appeasement and isolationism along their way to a recovery they never quite reached," and "In the Napoleonic wars, the French spread this fever [nationalism] across Europe fascinating the once isolated states...."

The reader may have reservations about the "tone" of the paper, but the metaphor of the prose acts as a unifying device, and the emotionalism that sometimes results from this approach is nevertheless focused and controlled. Throughout this essay, the writer reaches for a high level of integrated synthesis and quality of expression.

~ THE THORNS OUTNUMBER
THE PETALS ON THE ROSE ~

"The thorns outnumber the petals on the rose
and the darkness amplifies the sound of
printer's ink on propaganda page that will
rule your life and fuel my rage."

"As Yet Untitled", Terrence Trent D'Arby
20th century musician,
philosopher, extra-ordinaire

In today's world, the theme of war
in the Middle East, Central America and
Asia has lead to instability of political
factions, starvation, and murder of thousands
of innocent lives. It is clear everyday
that these ~~egotistical~~ patriotic based attacities
against mankind truly outnumber the delicate
petals of peace.

These problems lay well-hidden behind walls of propaganda and were founded between a conflict between the goals of nationalism and internationalism.

The theme of the "state", the theme of a common soil, language, religion - all contribute to the blindness of nationalism in domestic policy. Indoctrinations of ideologies may come into play, but the basic argument for this facade of reality is the completion of a unified people, sharing a common heritage and land. In the Napoleonic wars, the French spread this fever across Europe fascinating the once isolated states into becoming a larger unified unit. Music, literature, art all adored nationalism in its era of royalty in the different nationalities of Europe and eventually led the World into war.

The value of internationalism covers a wide array of values - including collective security. This is the value of subordinating national goals in order to preserve world peace. The concept was given the gift of life by President Woodrow Wilson of the United States of America (after WWI). The platform of the Versailles Treaty - the infamous "fourteen points" lighted the need for self determination and for

world government. The peace treaty granted the right for nationalities to pursue and reassure countries on the basis of self determination - that each people joined by races, religious forces, or unity had the undeniable right to become a nation. However, there is a large difference between nationalism and self-determination; and it is between these different concepts that collective security plays the game of politics.

Although the two concepts are close in that they catered to the love of a common soil, language, and heritage, in international circles they are quite different. Nationalism, in historical circles has led to aggressions and opposition isolationism. The fever of nationalism instilled in Germans after the Wars of Unification, and more importantly before the first World War are concise examples of nationalistic aggression. Fueled by their need to become prestigious, elite and moved to affairs the German state caused the World to be involved in a great crime of human aggression toward an aggressor. With their defeat, the young humiliated state grew to unforgettable economic collapse; starving and poor state crumbled for the price of nationalism. What a price to pay for something that started out as innocently as singing a war song. Ironically, nationalism has also lead to the withdrawal from international politics. Such isolationism was present in Europe after WWI. Britain and France were devastated

by man, and picked up the fatal policies of appeasement and isolationism along their way to a treasury they never quite reached. Chamberlain, the symbol of appeasement at the Munich Conference gave Germany the aggression the Sudetenland with "his blessings". The appeasement of ~~Hitler~~ their aggressions, was the fatal titration of the equivalence point for Britain and their ally France. This "let us get things cleaned up at home" policy led to isolationism from world affairs then to appeasement and then to World War II.

The collective security clause of the Versailles Treaty created the League of Nations. But because of the worlds unreadiness to give up national goals, the ~~U~~ inter-national government failed. The concept of self determination was not fully understood and the world was not ready for the break ups of the Empires that have for thousands of years dominated us.

However, humanity as a whole knows this is a very technological, advanced, eschew of value systems, ideologies, and governmental and economic systems. We have seen in the last two centuries the evils of nationalism trip mankind apart. We have lived through two world wars.

The United Nations was the second attempt at supranationalism and therefore collective security conceived in the post-world war two era. She has served and survived for almost fifty years. 169 nations have subordinated their national goals to world peace. Collectively the nations of the world renounce aggression — there is no ground for appeasement and isolationism for us in this arena. Her critics claim she has done little — but for a concept in global government she is masterpiece.

I believe nations should not encourage ~~patriotism~~ for it leads to either aggression or isolationism. The United Nations is an infant in the world of politics — humanity has less than one hundred years of history to judge her by. She has accomplished most with organizations such as the World Health Organization, and the Food and Agriculture Organization and is on her way to becoming a pivotal point in human affairs. Collectively, all nations will benefit from the values of collective security and peace. She most likely will not reach her adolescence for another two-hundred years — and motherhood for another two hundred. She is young, vibrant, and breathing and as long as she is allowed to grow humanity will benefit. Our growing technological and global community will then have the authority it needs.

55

Nationalism is but the wolves which plague the delicate rose of peace with bloody thorns. Propaganda machines can longer have a place to stand, for collectively nations of the world can remove its plug of emotional electricity. The attrocities occurring currently in the Middle East, Central America and Asia are but examples of this evil. The United Nations has offered many settlement agreements and because of the blinding fervors of nationalism - neither side of any of these situations has backed down. ~~[illegible]~~

In conclusion, the ideal of collective security is a new and exciting concept for mankind. The United Nations is an infant cradled by this wondrous possibility for the creation of a better Earth.

The words of an ancient philosopher:

"Give me a place to stand
and I will move the world."

Archimedes.

Patriotism and

Nationalism - to you I say give the United Nations a place to stand and she will move the world. The petals will then outnumber the thorns.